



CLAUDE A TAYLOR ELEMENTARY

103 Ann Lane
Cayce, SC 29033

GRADES K-5 Elementary School

ENROLLMENT 417 Students

PRINCIPAL Dr. Marcella Heyward-Evans 803-739-4180

SUPERINTENDENT Barry F. Bolen 803-739-8399

BOARD CHAIR Jerry S. Chitty 803-739-4708



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	39	54	5	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Average	Below Average	N/A
2003	Good	Below Average	No
2004	Average	Below Average	Yes

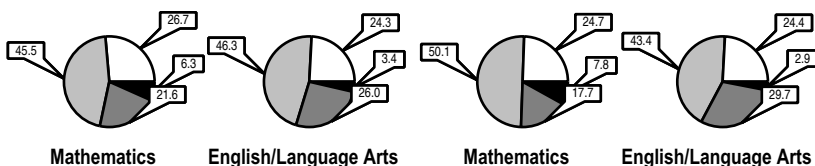
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	200	100.0	23.9	46.6	26.1	3.4	38.6	Yes	Yes
Gender									
Male	102	100.0	33.0	46.6	19.3	1.1	27.3		
Female	98	100.0	14.8	46.6	33.0	5.7	50.0		
Racial/Ethnic Group									
White	77	100.0	14.3	35.7	45.7	4.3	60.0	Yes	Yes
African-American	107	100.0	31.9	54.3	11.7	2.1	21.3	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	11.1	55.6	33.3	0.0	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	169	100.0	18.4	49.0	28.6	4.1	43.5		
Disabled	31	100.0	51.7	34.5	13.8	0.0	13.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	200	100.0	23.9	46.6	26.1	3.4	38.6		
English Proficiency									
Limited English Proficient	13	100.0	11.1	66.7	11.1	11.1	0.0	I/S	I/S
Non-Limited English Proficient	187	100.0	24.6	45.5	26.9	3.0	38.9		
Socio-Economic Status									
Subsidized meals	135	100.0	29.1	50.4	17.9	2.6	27.4	Yes	Yes
Full-pay meals	65	100.0	13.6	39.0	42.4	5.1	61.0		

Mathematics - State Performance Objective = 15.5%									
All Students	200	100.0	26.7	45.5	21.6	6.3	42.0	Yes	Yes
Gender									
Male	102	100.0	30.7	45.5	18.2	5.7	40.9		
Female	98	100.0	22.7	45.5	25.0	6.8	43.2		
Racial/Ethnic Group									
White	77	100.0	11.4	44.3	34.3	10.0	64.3	Yes	Yes
African-American	107	100.0	38.3	45.7	12.8	3.2	23.4	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	33.3	44.4	11.1	11.1	0.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	169	100.0	19.7	48.3	24.5	7.5	48.3		
Disabled	31	100.0	62.1	31.0	6.9	0.0	10.3	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	200	100.0	26.7	45.5	21.6	6.3	42.0		
English Proficiency									
Limited English Proficient	13	100.0	33.3	66.7	0.0	0.0	0.0	I/S	I/S
Non-Limited English Proficient	187	100.0	26.3	44.3	22.8	6.6	42.5		
Socio-Economic Status									
Subsidized meals	135	100.0	34.2	47.0	16.2	2.6	30.8	Yes	Yes
Full-pay meals	65	100.0	11.9	42.4	32.2	13.6	64.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	64	100.0	20.7	50.0	27.6	1.7	29.3
	Grade 4	63	100.0	26.4	60.4	11.3	1.9	13.2
	Grade 5	72	100.0	25.8	53.2	21.0	N/A	21.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	65	100.0	14.8	41.0	37.7	6.6	44.3
	Grade 4	68	100.0	26.2	44.6	27.7	1.5	29.2
	Grade 5	67	100.0	34.9	50.8	12.7	1.6	14.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	64	100.0	27.6	44.8	20.7	6.9	27.6
	Grade 4	63	100.0	17.0	66.0	11.3	5.7	17.0
	Grade 5	72	100.0	11.3	67.7	16.1	4.8	21.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	65	100.0	34.4	45.9	14.8	4.9	19.7
	Grade 4	68	100.0	21.5	49.2	21.5	7.7	29.2
	Grade 5	67	100.0	25.4	42.9	23.8	7.9	31.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 417)				
First graders who attended full-day kindergarten	93.6%	N/C	100.0%	100.0%
Retention rate	2.6%	No change	3.4%	2.7%
Attendance rate	95.8%	Up from 95.2%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.1%		5.2%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%		3.6%	3.5%
Eligible for gifted and talented	14.0%	Up from 9.4%	11.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.7%	Down from 7.0%	9.1%	8.2%
Older than usual for grade	0.5%	N/A	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	48.5%	Down from 51.5%	47.6%	51.4%
Continuing contract teachers	81.8%	Down from 90.9%	88.4%	87.5%
Highly qualified teachers**	93.8%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	85.1%	Down from 89.4%	86.3%	86.7%
Teacher attendance rate	93.2%	Down from 94.6%	94.6%	94.9%
Average teacher salary	\$42,322	Down 2.1%	\$40,066	\$40,760
Prof. development days/teacher	10.3 days	Down from 11.9 days	12.9 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	Up from 17.3 to 1	18.5 to 1	18.9 to 1
Prime instructional time	88.1%	Down from 88.9%	89.5%	90.0%
Dollars spent per pupil*	\$6,668	Down 8.2%	\$6,034	\$6,044
Percent of expenditures for teacher salaries*	69.8%	Up from 69.3%	65.4%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.6%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.8%	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The Taylor Community was honored this past year to receive a statewide recognition, the coveted Red Carpet Award. The daily commitment of serving, caring for, and teaching our children academic excellence and how to live with honorable character traits was recognized by a team of visitors and judges from the State Department of Education.

Also, in keeping with our school's Improvement Plan of our Strategic Planning System and the Title One Plan, our staff teamed up with the PTA and SIC (School Improvement Council) to network school events in a way to celebrate our students' writing ability. Our PTA teamed up with our PACK committee (Parent involvement committee that is funded by Title One) to initiate the first Taylor Coffee House for writers in which students wrote and read their stories and poems to a captive adult audience while they sipped hot chocolate and enjoyed tasty desserts. Parents and the PTA also teamed up to make Write Night a huge success. Parents, PACK committee, and the media center program also contributed to the success of bringing in "real life" authors such as Lester Laminac and Mark Brown's sister to come and share their writing process and knowledge with our students and staff. We also Read Across America with Dr. Seuss by having community visitors come in and do read alouds to our classes and the students all read their favorite books out in the hallway!

All teachers implemented a school-wide writing model that is designed to improve student achievement in all four school learning goals through a training process of Writing Workshop conducted by our school literacy coach and district literacy leaders. The school promoted strong writing through recognition programs such as the Principal's Writing Tree, student hallway displays and through publishing pieces in class and getting published pieces bound by the Art teacher. Staff members also developed their writing skills through writing grants, applications, and pursuing masters degrees and national board certification. Teamwork produced the Red Carpet application and the Exemplary Writing application. We began this 3-year process of achieving Exemplary Status in our writing program, and we are looking forward to continuing this process.

Katty Hite was selected as Taylor's Teacher of the Year and she also won the Columbia Area Reading Council's Honorary Distinguished Teacher of Reading award. June Collins was recognized as the West Metro Chamber of Commerce teacher of the month and we also had 5th grade students win the Governor's Citizenship Award, represent the district at a state level writing conference, and win the West Metro Chamber of Commerce Student of the Month. Our custodial staff was recognized for its leadership in the district-wide recycling initiative.

Weyland Burns, Principal
Janet Renehan, Chairman of SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	59	37
Percent satisfied with learning environment	93.8%	86.4%	73.0%
Percent satisfied with social and physical environment	100.0%	86.2%	77.8%
Percent satisfied with home-school relations	51.6%	86.4%	58.3%

*Only students at the highest elementary school grade level at this school and their parents were included.